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ABSTRACT

An instructor's manual and student activity guide on block masonry are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations; world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for bricklayer supervisor, stonemason supervisor, bricklayer, and stonemason conclude the document. (JH)

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ED169370

T&I – BLOCK MASONRY

Kit No. 81

INSTRUCTOR'S MANUAL

Prepared by

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Prevocational Education
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In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

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TITLE OF ACTIVITY

Kit No. 81, T&I – Block Masonry

DURATION

Main Activity: 5 – 7 class periods
Follow-up Activity: 1 – 2 class periods

GOALS

The student is introduced to the skills of the masonry trade. To become familiar with the trade the student must learn the tools and their uses. The student should also become familiar with certain terms related to the trade known as "the language of the trade."

INSTRUCTIONAL OBJECTIVES

The student will identify general tools and their uses.

The student will identify handtools and their uses.

The student will identify the parts of a trowel.

The student will use the terms related to masonry.

The student will identify 10 types of concrete blocks used in construction.

The student will prepare area for work.

The student will mix practice mortar.

The student will spread a trowel full of mortar.

Each student will square one 8 inch (20.32 cm) block.

Each student will stack stretcher block 4 courses high.

The student will operate the concave jointer correctly.

VOCATIONAL CLUSTERS

Related trades are math and blueprint reading; other vocational trades such as carpentry, electricity, etc. are also related.

ACTIVITY IMPLEMENTATION

A. Description

The purpose of this activity is to allow students to become acquainted with the skills and knowledge of the masonry trade. The students will learn how to make mortar by using hydrated lime and sand for a practice mortar. The students will learn to use the trowel, brickhammer, brick set, and jointer by building a stack bond 4 courses high.

B. Safety

Be careful when mixing mortar. The lime is a very fine powder and could cause a very dusty atmosphere.

C. Materials

1. Audio Visual Equipment
   None
2. Technical Equipment
   12 Trowels
   6 Sled jointers
   2 Brickhammers
   2 Levels
   6 Jointers
   12 Mortarboards
   6 Measuring pails
   2 Brick sets
   2 Spacing rules
   Set of occupational comics

D. Preparation Prior to Class

Duplicate student work sheets.
Check expendable materials listed.
Set out tools for observation.

E. During Class Sessions

Divide your class in half, Groups A and B. Allow each member of Group A to choose an occupational comic book of his/her choice. Require these students to complete the check sheets at the end of these books on a separate sheet of paper. Group B will be involved with the activity described below. When Group B has completed the activity, reverse group

positions so students will have gone through both aspects of the activity.

A suggested schedule is:

1st period: Give out student answer sheet for student's use in doing Objectives I-IV. Tools should be laid out for students to handle and become familiar with.

2nd period: The student will use the trowel to mix the mortar. This experience will allow the student to use the trowel more easily when he/she begins to lay blocks. Have student mix mortar on the mortarboard. Mortarboards should be arranged in straight lines for better observation. The student should practice spreading mortar on the side of his/her mortarboard before trying to spread on the workstand. At the end of the class period store the mortar in the mortarbox. Practice mortar may be used again by adding more water and mixing thoroughly with the trowel. Have students clean tools and put them in their proper place at the end of the class period.

3rd period: Students should practice leveling 1 block.

4th – 7th periods: Have students remix their mortar, practice spreading mortar, and stack a column 4 courses high.

F. Follow-up Activities

Have students complete a VIEW Fact Sheet on mason or bricklayer.

Using a sheet of paper, students will identify buildings in the community constructed with block.

Have students stack another column of blocks 4 courses high in order to use both head and bed joint methods.

ANSWER KEY

OBJECTIVE I

A. Mortarboard
B. Gallon pail

OBJECTIVE II

1. Brickhammer
2. Spacing rule
3. Jointer
4. Level
5. Brick set
6. Trowel

OBJECTIVE III

1. Shank
2. Point
3. Handle
4. Blade
5. Ferrule

OBJECTIVE IV

1. K
2. I
3. J
4. H
5. B
6. E
7. F
8. D
9. G
10. A
11. C

OBJECTIVE V

1. Stretcher
2. Corner
3. Pier or double corner
4. Bull nose
5. Jamb
6. Full cut header
7. Solid top
8. Metal sash
9. Partition
10. Beam

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Student Answer Sheets

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

STUDENT ANSWER SHEET

INSTRUCTIONAL OBJECTIVE I

A _____

B _____

INSTRUCTIONAL OBJECTIVE II

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

INSTRUCTIONAL OBJECTIVE III

1 _____

2 _____

3 _____

4 _____

5 _____

INSTRUCTIONAL OBJECTIVE IV

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

INSTRUCTIONAL OBJECTIVE V

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

T & I – BLOCK MASONRY

Kit No. 81

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

Masonry covers a broad spectrum of building materials, such as brick, block, stone, mortar and cement, and the ability to use them. In most areas a person will work as an apprentice for a period of three to four years before acquiring the necessary skills to become a skilled mason. This activity will cover the basic tools, terminology and skills for mixing mortar and laying block.

The first activity will be to learn the basic tools and materials used in masonry. Each student should be able to name the individual tools and also learn the purpose of each tool.

Before beginning the actual uses of the tools, each student should know certain terms (the language of the trade) pertaining to block masonry.

GOALS

The purpose of this text is to allow students to become acquainted with the skills and knowledge of the masonry trade. To become familiar with the trade the student must learn the tools and their uses, and be familiar with certain terms related to the trade, known as "the language of the trade."

DIRECTIONS

The programmed text is laid out in a sequential order. Each objective should be completed before the next one is started. The student will learn the tools and terms of the trade before beginning the shop practices. Study the directions for each objective before the actual steps are begun. Follow each step exactly as stated. If help is needed, call the instructor. Make sure each checkpoint is correct before going to the next objective.

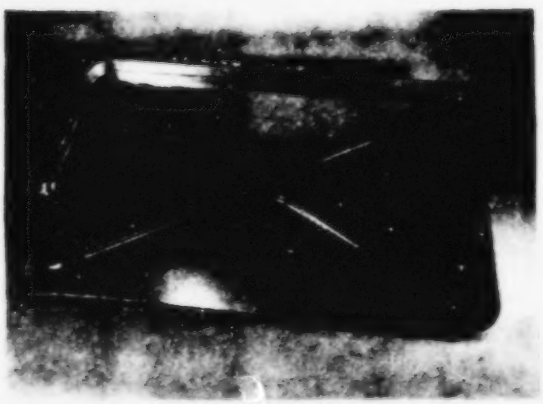
Instructional Objective 1

Given a list of general tools the student will identify the purpose of these tools.

STEP 1 – Masonry tools are divided into 2 groups:

General Tools
Handtools

This objective will offer only the general tools.

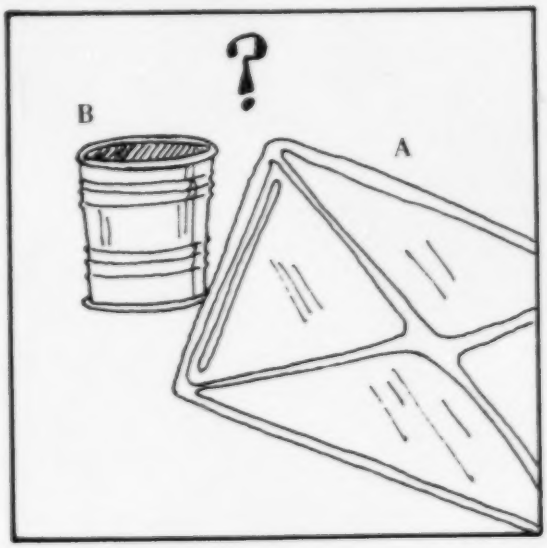


STEP 2 – This is a mortarboard. It is a square board used to hold mortar when laying block.

STEP 3 – This is a one gallon pail. It is used to measure exact amounts of sand, lime and water.

Check Point

On a check sheet provided by your instructor identify these two general tools used in masonry.

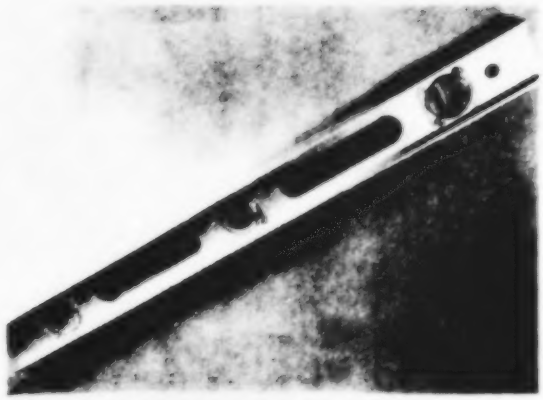


Instructional Objective II

Tool Identification – Given a list of handtools the student will identify tool by name.

STEP 1 – This is a trowel. A trowel is used for handling and spreading mortar.

STEP 2 – This is a brick hammer. A brick hammer is a hammer with a special chisel built on the back side of the hammer for cutting blocks.



STEP 3 – This is a level. A level is a device used for leveling and plumbing block work.

STEP 4 – This is a jointer. A jointer is a tool used to dress up and make the mortar joints between the blocks waterproof. There are several different types of block jointers.

STEP 5 – This is a brick set. The brick set is a wide faced chisel used for cutting block. The blade of the chisel should be placed on the block at the place of the desired cut with the level turned toward the student. Give the chisel a hard stroke with the brick hammer to make the cut.

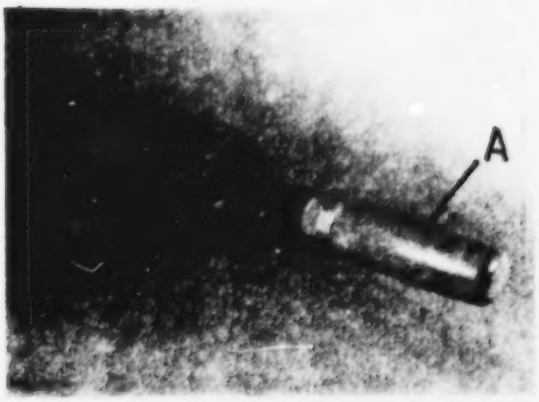
STEP 6 – This is a spacing rule. A spacing rule is a six foot (1.83 m) zig-zag ruler with special numbers on the back side used to gauge out uniform courses of block. Each number represents the thickness of a block plus the mortar joint under it. Example: The number 8 gauges the height of a block plus the mortar joint. By following the number 8, four courses would be layed to the height of 32 inches (81.28 cm).

Check Point

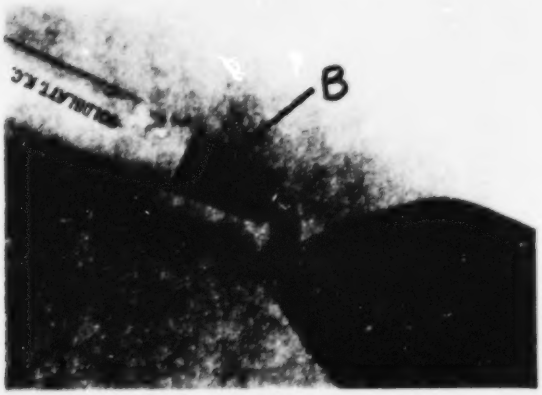
On the Student Answer Sheet identify the following 6 tools:

Instructional Objective III

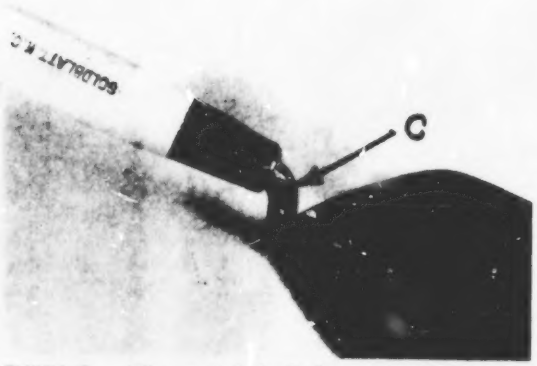
The student will identify the 5 parts of a trowel.



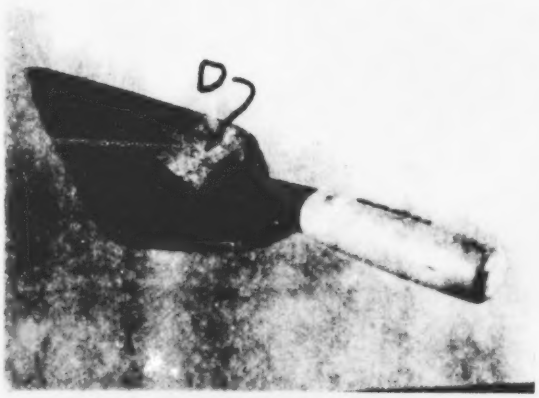
STEP 1 – The trowel has 5 parts which will be referred to in this activity. The first part (A) is the handle.



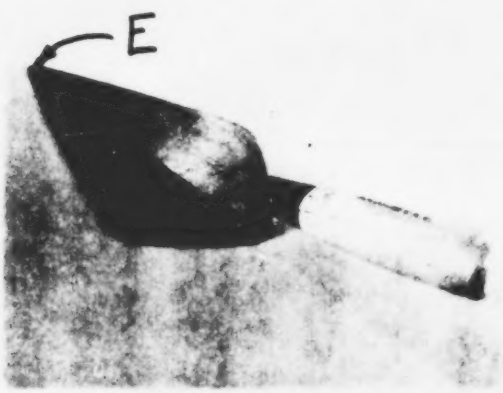
STEP 2 – The small metal part connected to the handle is called the (B) ferrule.



STEP 3 – The metal shaft from the ferrule to the trowel is the (C) shank.



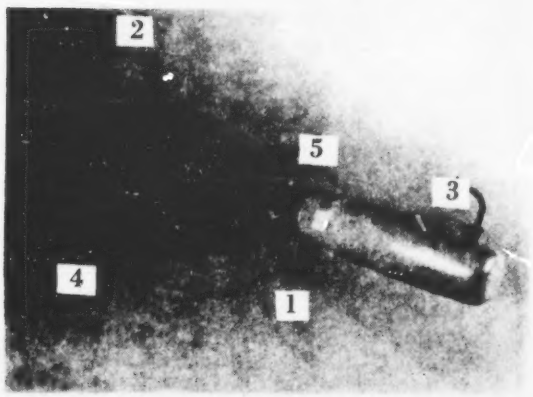
STEP 4 – The flat metal part of the trowel that the shank connects to is the (D) blade.



STEP 5 – The end of the blade of the trowel is the (E) point.

Check Point

On your Student Answer Sheet identify the 5 parts of the trowel.

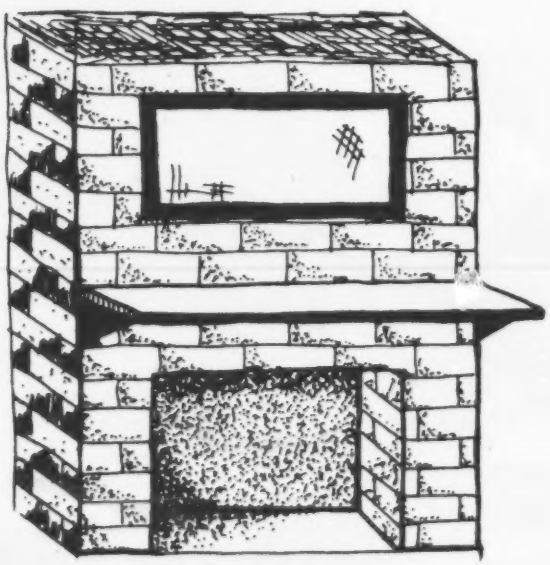


13

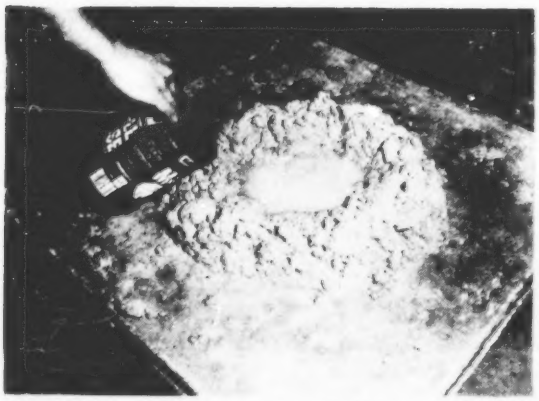
Instructional Objective IV

The student will define the terms used in masonry.

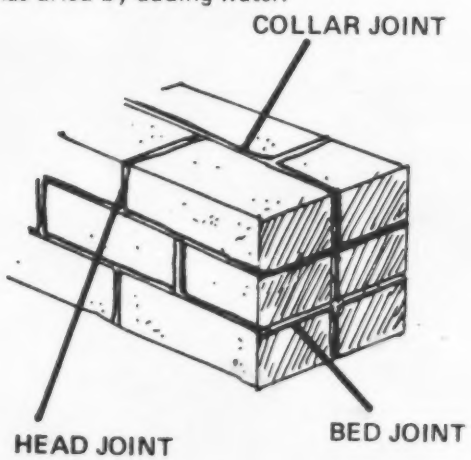
STEP 1 – Read carefully all the terms and definitions. Also, study the pictures which aid in the description of these terms.



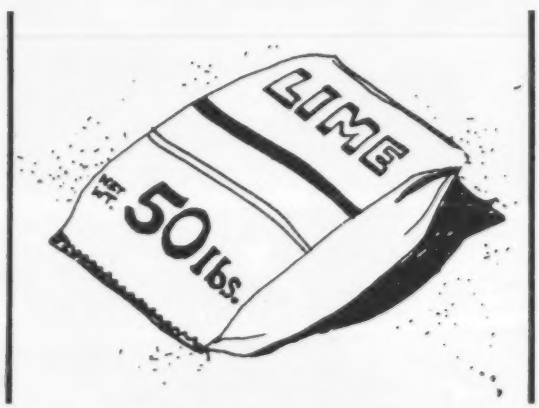
STEP 2 – Masonry is the term used to describe anything built from brick, block, stone, or tile that is bonded together with mortar.



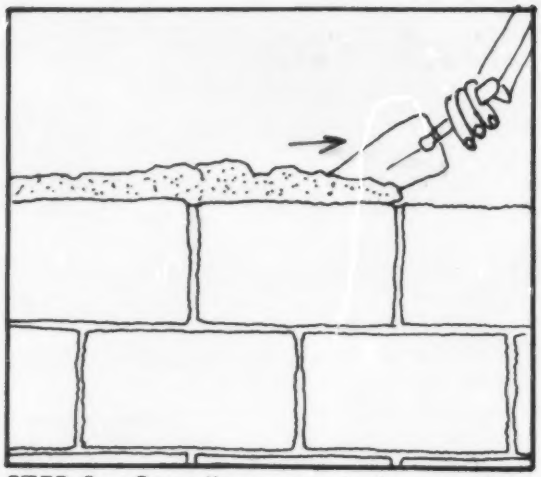
STEP 3 – Practice mortar is the mortar used in this activity. It is made up of sand, lime and water. This mortar can be remixed after it has dried by adding water.



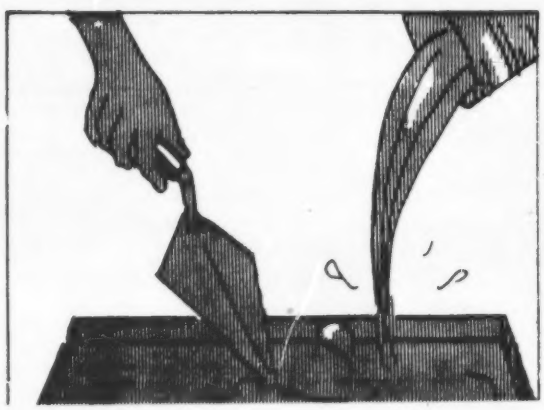
STEP 4 – Joint is the mortar between blocks that bonds them together.



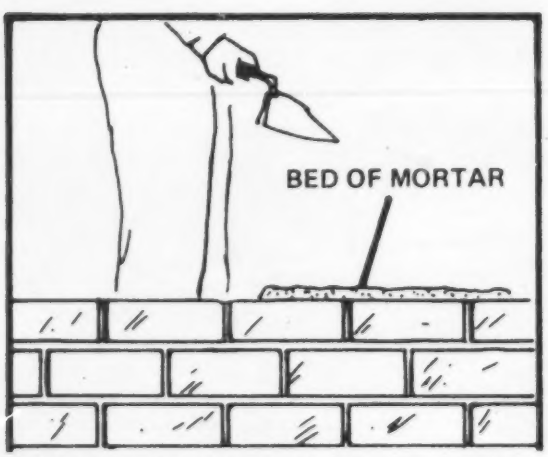
STEP 5 – Lime is a white powder used in making practice mortar.



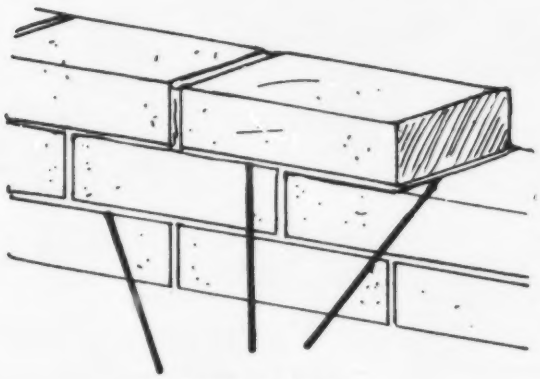
STEP 6 – Spreading mortar is the procedure used to spread enough mortar for several blocks.



STEP 7 – Tempering mortar is the term applied to adding water to mortar and mixing to the proper consistency.

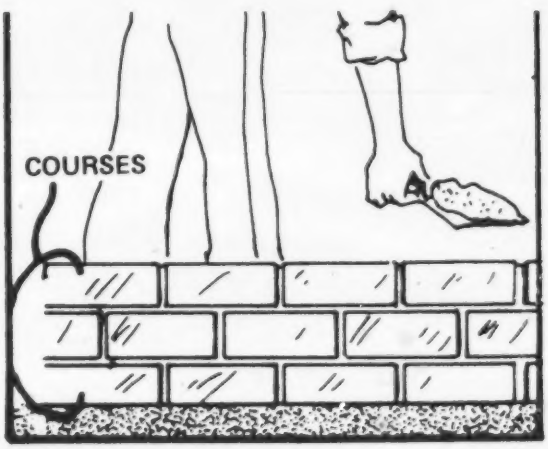


STEP 8 – Bed of mortar is the term used to describe the horizontal (↔) layer of mortar on which block will be laid.

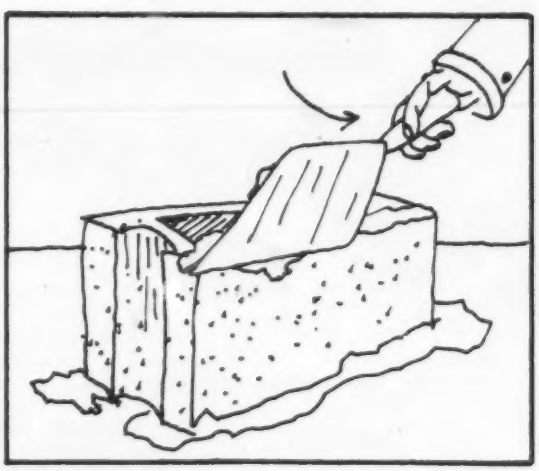


BED JOINTS

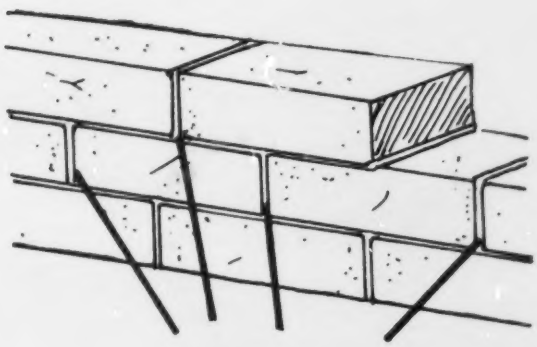
STEP 9 – Bed joint refers to all the horizontal (↔)rows of mortar in which block has been laid.



STEP 10 – Course is the term describing a row of **block** that has been laid in a wall.

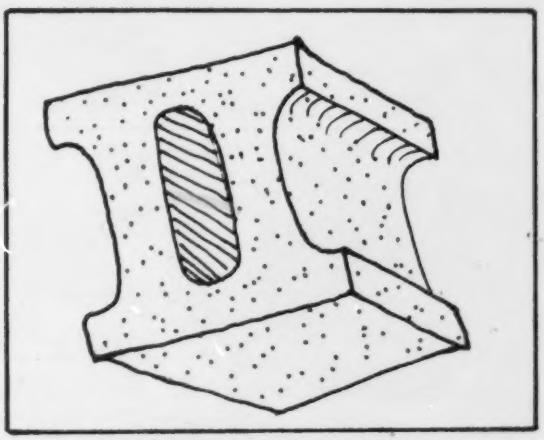


STEP 11 – Buttering is the practice of placing mortar on a block with a trowel.

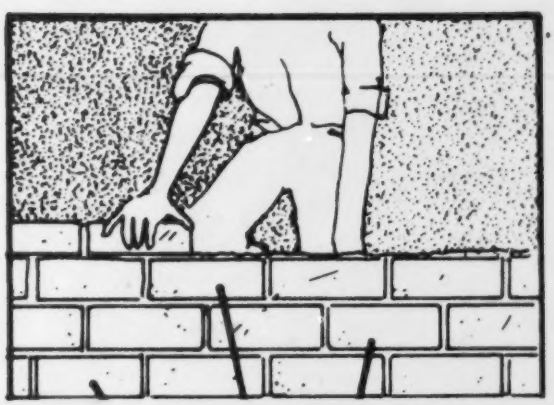


HEAD JOINTS

STEP 12 – A head joint is the vertical (↕) joint between the ends of a block.



STEP 13 – A bat is a piece of, or half a block.



STEP 14 – A stretcher is a block layed with its greatest dimension horizontal (↔), and its face parallel to the wall.

Check Point

On your Student Answer Sheet place the proper definition with the correct picture.

A. The mortar between blocks that bonds them together.

B. A white powder used in making practice mortar.

C. The procedure used to spread enough mortar for several blocks.

D. The term applied to adding water to mortar and mixing to the proper consistency.

E. A block laid with its greatest dimension horizontal (↔) and its face parallel to the wall.

F. The term used to describe the horizontal (↔) layer of mortar on which block will be laid.

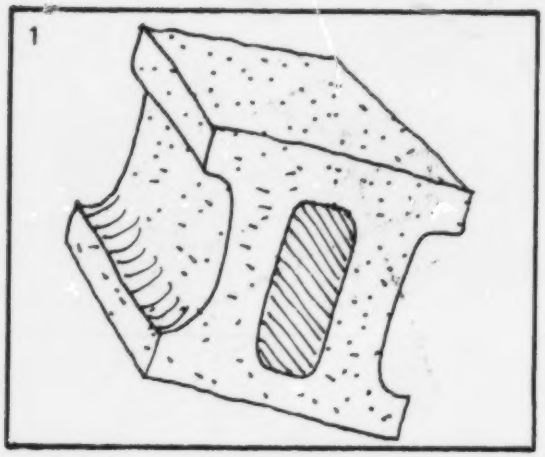
G. Refers to all the horizontal (↔) layers of mortar in which block has been laid.

H. The term describing a row of block that has been laid in a wall.

I. The practice of placing mortar on a block with a trowel.

J. The vertical (↕) joint between the ends of block.

K. A piece of, or half a block.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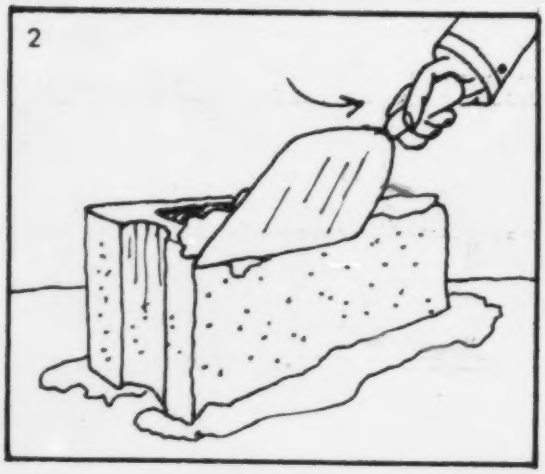
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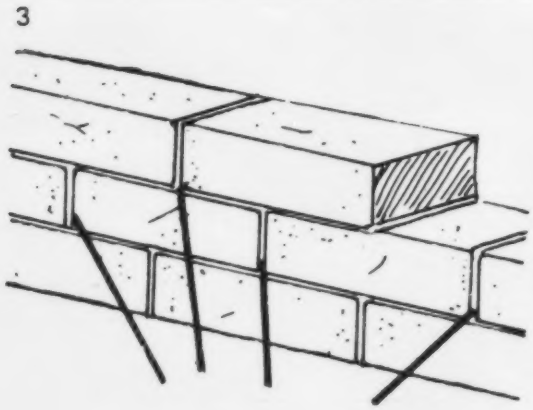
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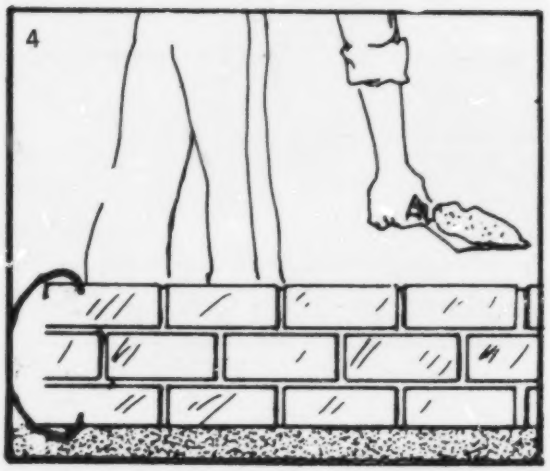
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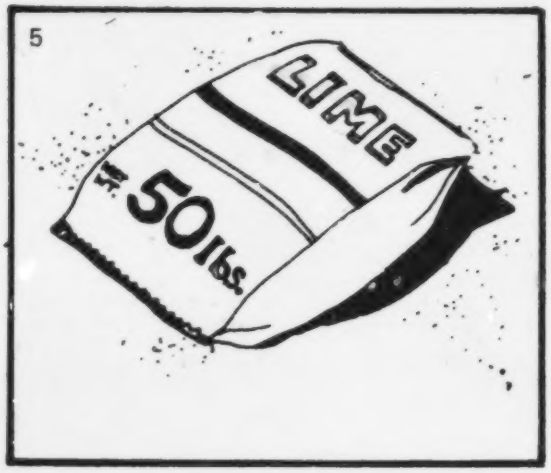
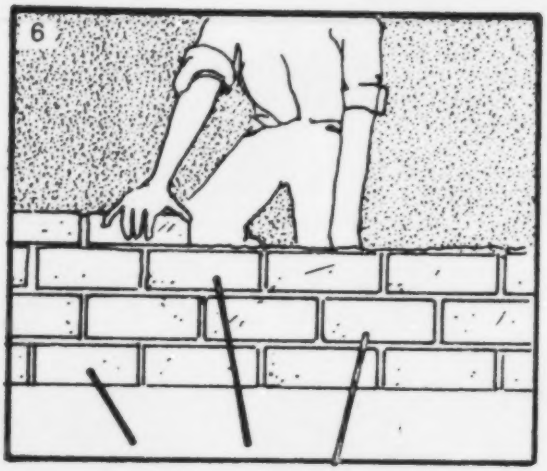

5
LIME
50 lbs.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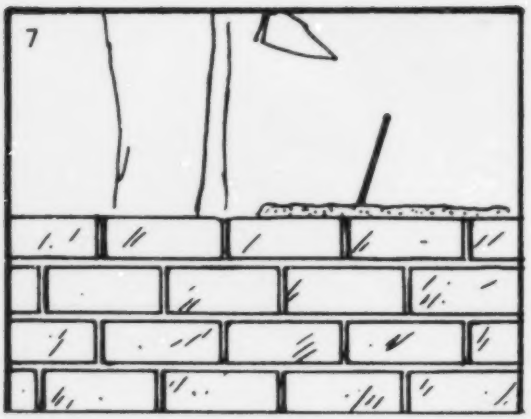

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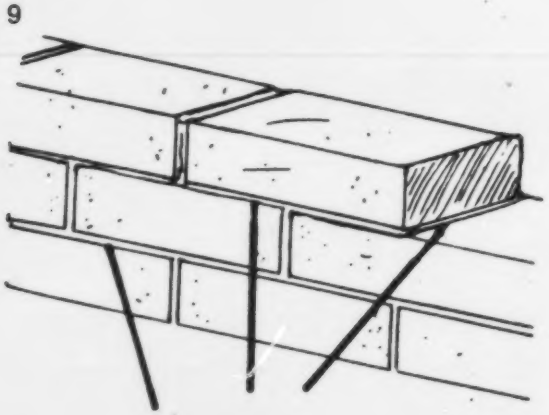

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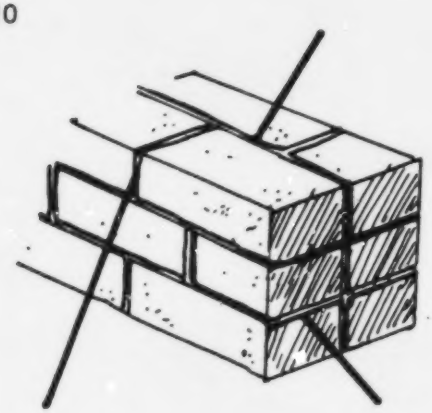

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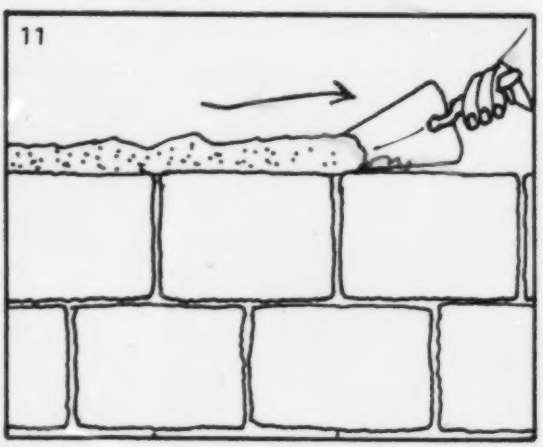
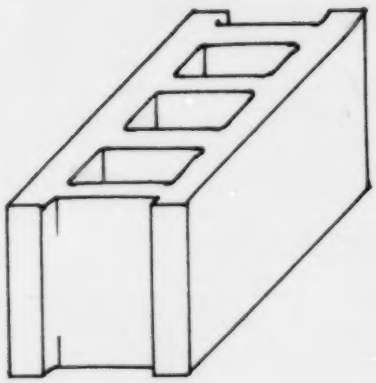
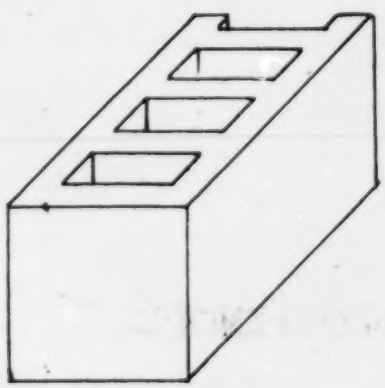


Instructional Objective V

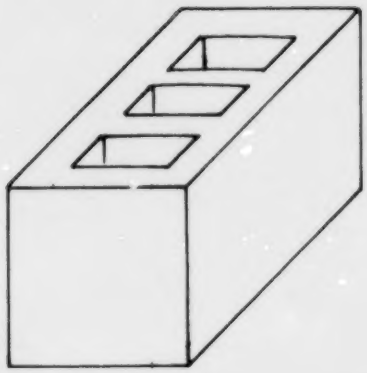
Each student will identify 10 types of concrete block used in construction.



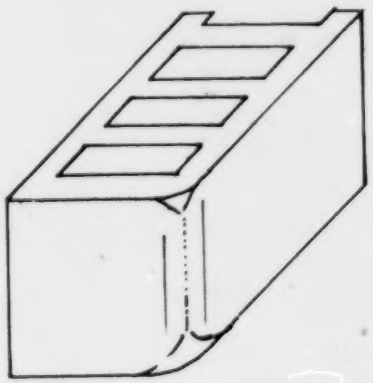
STEP 1 – A stretcher block is used most in masonry walls. It comes in 8" or 12" widths (20.32 or 30.48 cm).



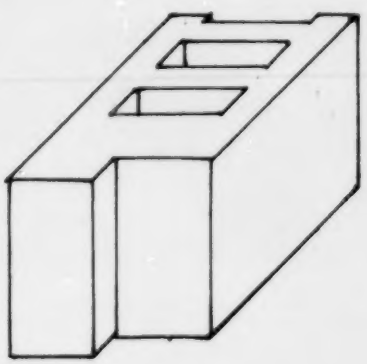
STEP 2 – A corner block is the same size as a stretcher block except one end has a smooth finish. The corner block is used in constructing wall corners.



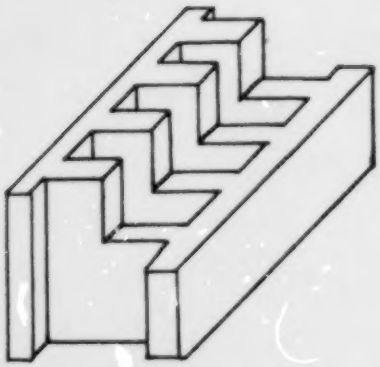
STEP 3 – A double corner block has two smooth sides. These blocks are used to erect piers which are smooth on all sides.



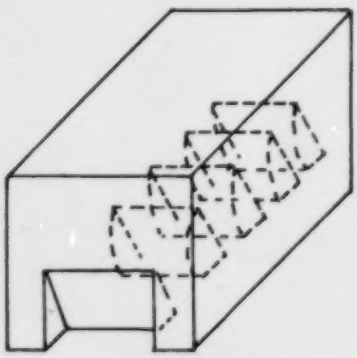
STEP 4 – A bull nose block has a half rounded end. This block is used to construct rounded corners on walls.



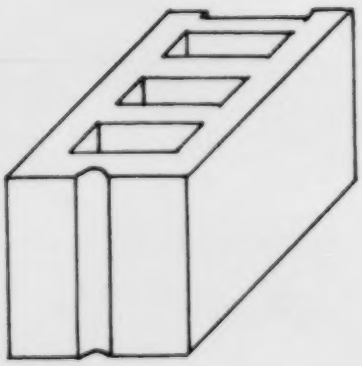
STEP 5 – A jamb block is used to allow the assembly of wood sash windows in a concrete wall.



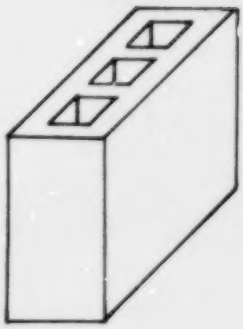
STEP 6 – A full cut header block is the same as a stretcher except a shelf has been cut to allow a bricklayer to lay brick in this area.



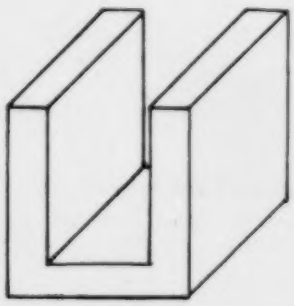
STEP 7 – A solid top block is the same as a stretcher except the top 4 inches (10.16 cm) are solid. These blocks are used as supports for floors and beams.



STEP 8 – The metal sash block allows the assembly of a metal window in the curved end of the block.



STEP 9 – A partition block is used for interior masonry walls which do not support any weight.

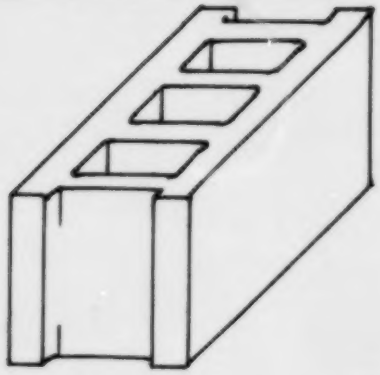


STEP 10 – Beam block is a term referring to a U-shaped block. These blocks are used to span tops of doorways and window openings. The cavity is filled with reinforcing rod and cement which will allow a mason to span open areas of a masonry wall.

Check Point

On your Student Answer Sheet for Instructional Objective V, identify the types of blocks pictured on the following page.

1



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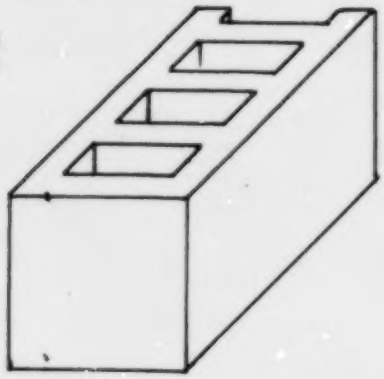

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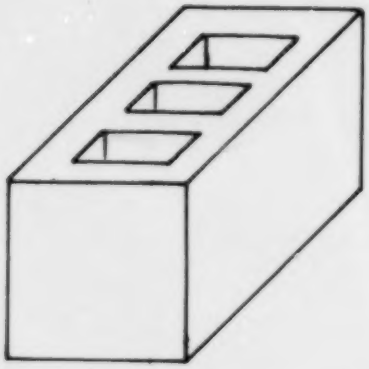

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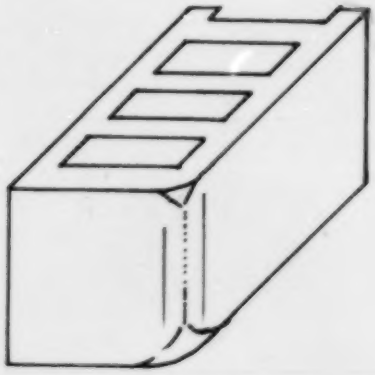

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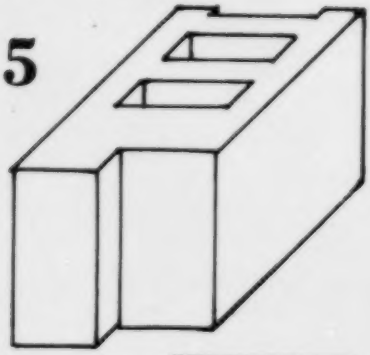

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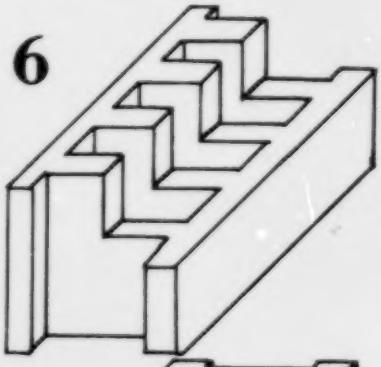

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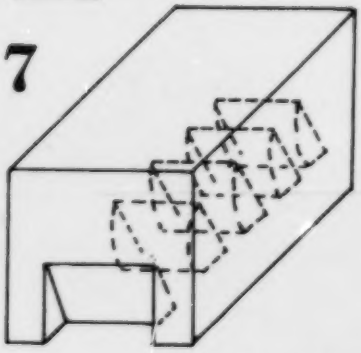

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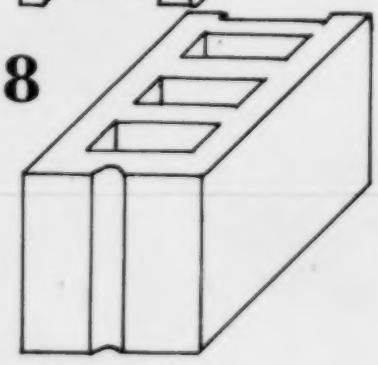

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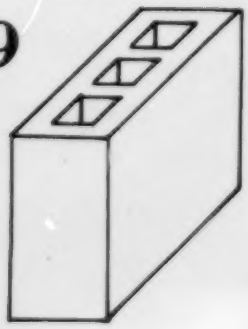

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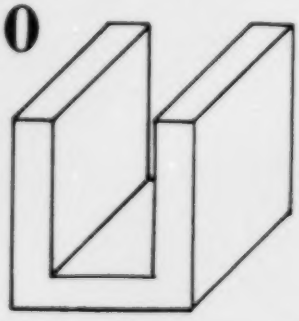
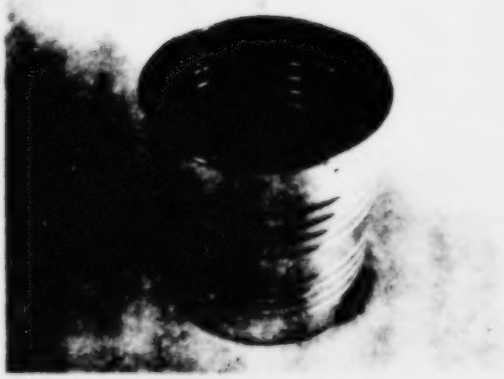
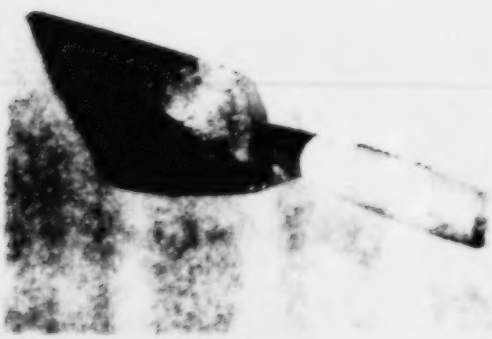


Instructional Objective VI

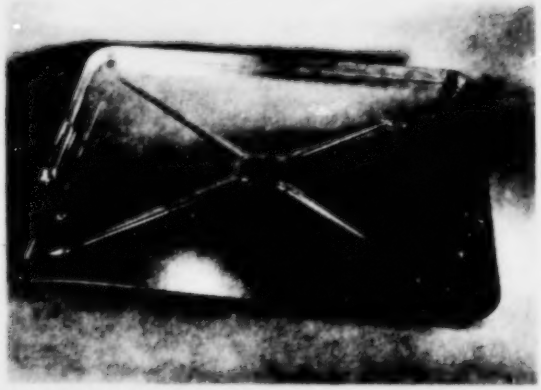
The student will prepare area for work.



STEP 1 – Obtain 5 one gallon pails.



STEP 2 – Obtain 1 trowel.



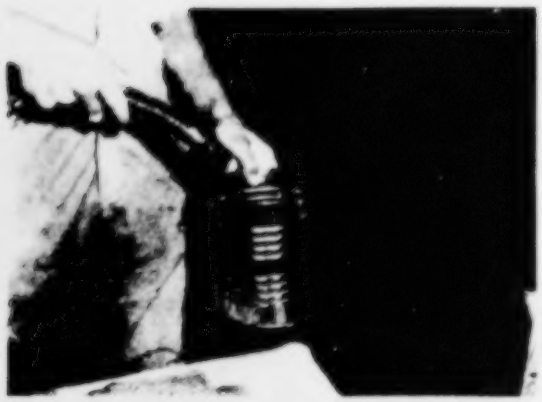
STEP 3 – Obtain one mortarboard.

Check Point

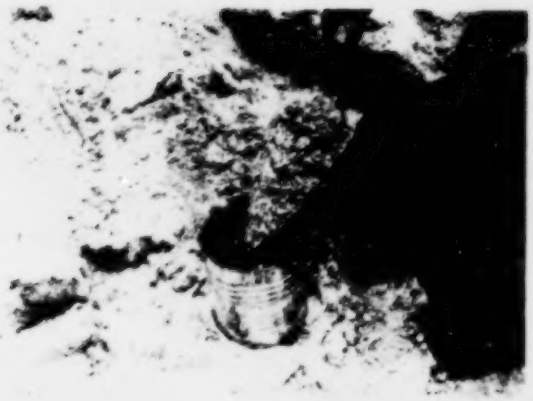
Check with your instructor before proceeding to mix your practice mortar.

Instructional Objective VII

The student will mix practice mortar.



STEP 3 – Fill 1 pail with water.

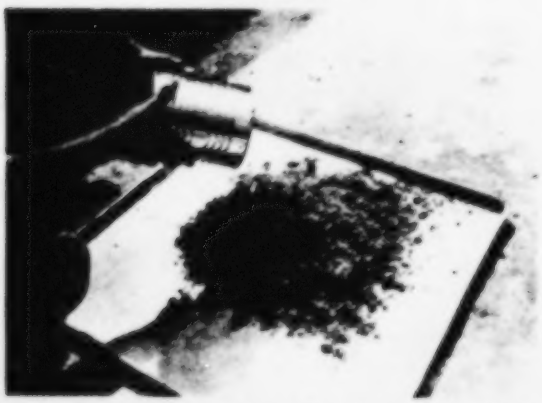


STEP 1 – Fill 3 pails with sand.

Check Point

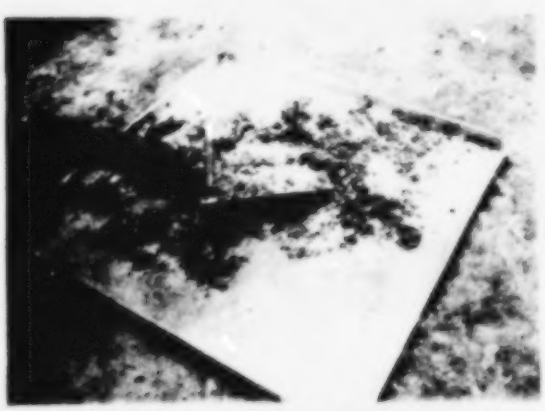
Does your workstand look like this picture?

STEP 2 – Fill 1 pail with lime.



STEP 4 – Empty 3 one gallon cans of sand on the mortarboard.

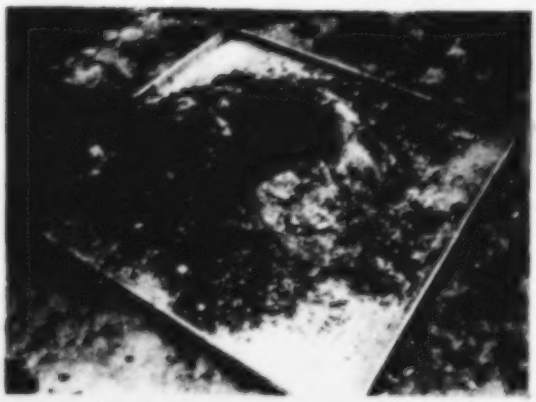
STEP 5 – Pour 1 can of lime on top of the sand on the mortarboard. Pour the lime onto the sand very carefully. Lime is very dusty and not very pleasant to breathe.



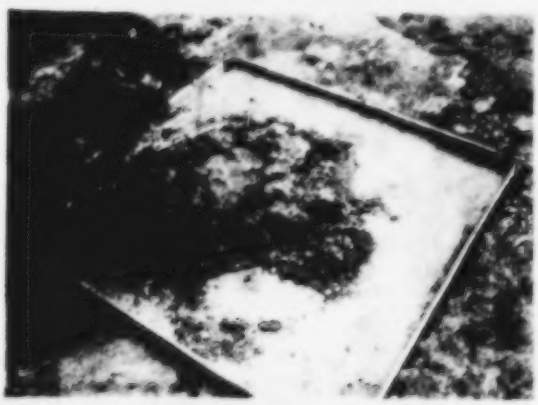
STEP 6 – Mix the sand and the lime together thoroughly by troweling up the material from the side and the bottom of the pile and placing it on the top of the pile.

Check Point

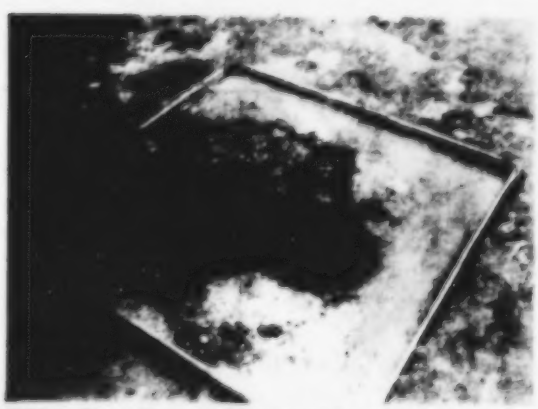
Is your sand and lime mixed thoroughly? If not, continue to mix until no spots of lime or sand are seen.



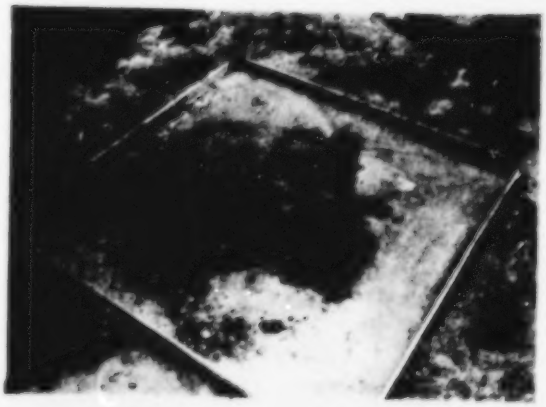
STEP 7 – With the point of your trowel, open up a large opening in the top of the sand and lime mixture.



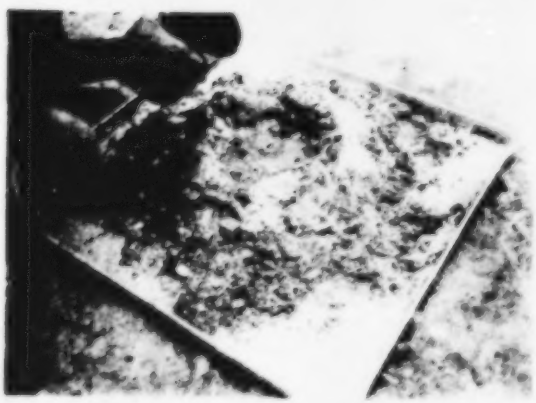
STEP 8 – Pour 1/2 gallon can of water into the opening of the mixture.



STEP 9 – Trowel the mixture from the side of the pile into the center. Work carefully so the water will not splash on your clothing.



STEP 10 – Continue troweling mixture into center of pile until all the water is absorbed.



STEP 11 – Add more water as needed. Continue troweling mixture until enough water is mixed in to make the mixture soft and spongy.

Check Point

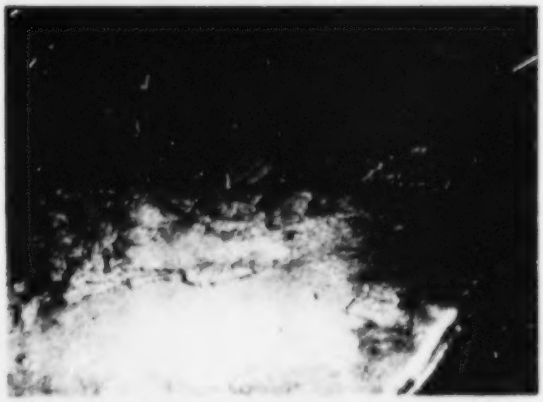
Mortar should be soft enough to slide off the trowel easily, but stiff enough to stand in a neat pile on your board. If mortar is too soupy, add more sand and lime. If mortar is too stiff, add more water.

Instructional Objective VII

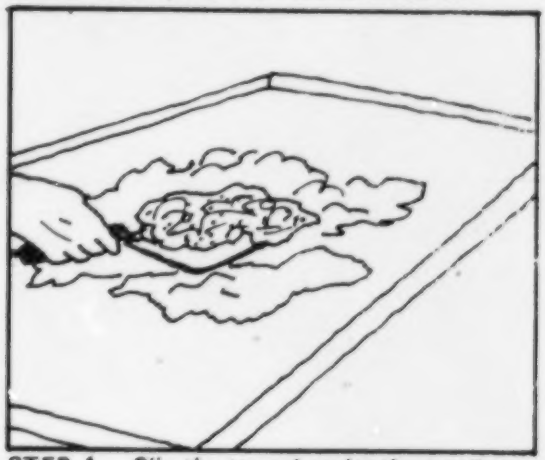
The student will spread a trowel full of mortar. The trowel must be held properly before gathering mortar onto it. A full trowel of mortar should be picked up to spread properly.

STEP 1 – Grasp the trowel in your right hand firmly, (left hand if student is left handed). Make sure the thumb is on top of the handle near the ferrule, and the index finger is on the bottom of the handle near the ferrule.

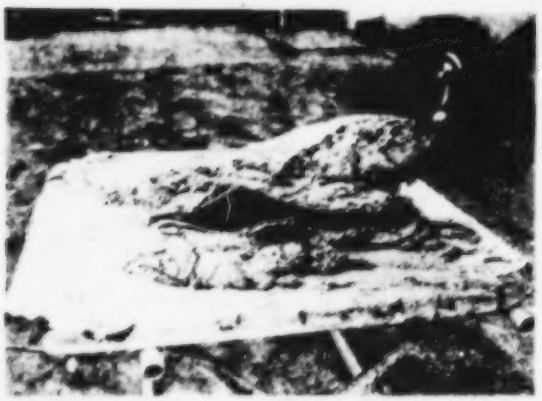
STEP 2 – Cut a small amount of mortar from the pile on the trowel. Cut the mortar in such a manner that the mortar is torpedo-like and about the length of the trowel.



STEP 3 – Aim the point of the trowel at the end of the torpedo-like mound of mortar.

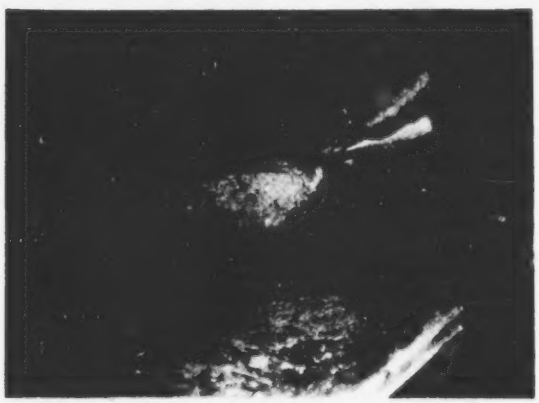


STEP 4 – Slip the trowel under the small pile without disturbing the mortar.



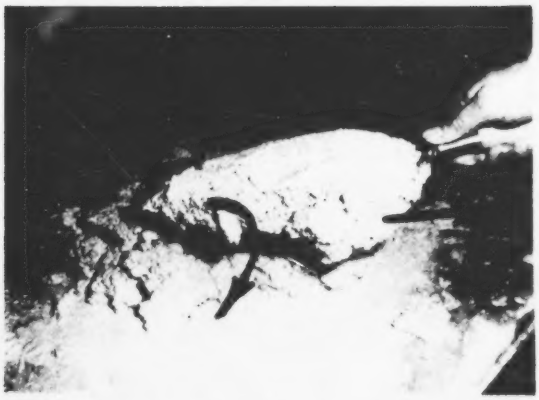
STEP 5 – When spreading mortar the trowel should not be held too rigidly. The arm holding the trowel should be extended from the body, and the trowel should be held over and just above the wall or workstand in which the mortar is to be spread.

STEP 6 – You must set the mortar on your trowel. This is done by first raising the point of the trowel up.

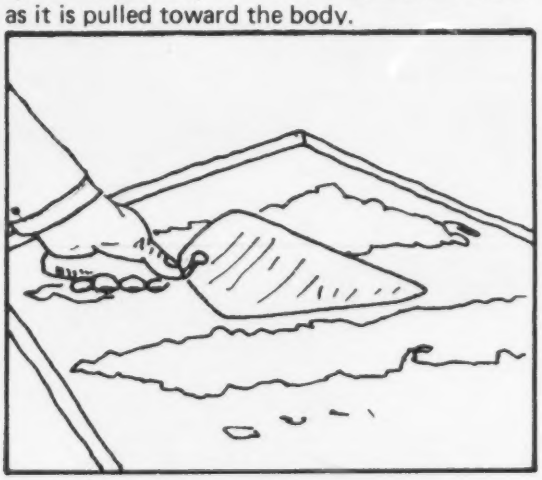


STEP 7 – Then snap your wrist and the point of your trowel down toward the workstand. Be careful not to splatter mortar on your classmates.

STEP 8– Start the spread by tilting the trowel to the left slightly and giving the wrist a slight snap. This allows a small amount of the mortar to slide off the trowel onto the mortarboard.



STEP 9 – At the same time that the mortar is sliding off the trowel, give the trowel a quick but smooth pull toward your body. When the spread is started, the trowel should be tilted as it is pulled toward the body.



STEP 10 – The trowel should be tilted completely on its edge by the time the spread is finished.

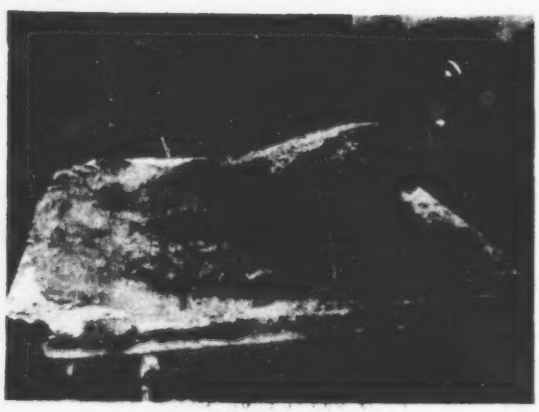
Check Point

Try spreading mortar for two or three blocks within one spread without dropping the mortar on the floor. This should be practiced for several times to acquire the proper skill on your mortarboard.

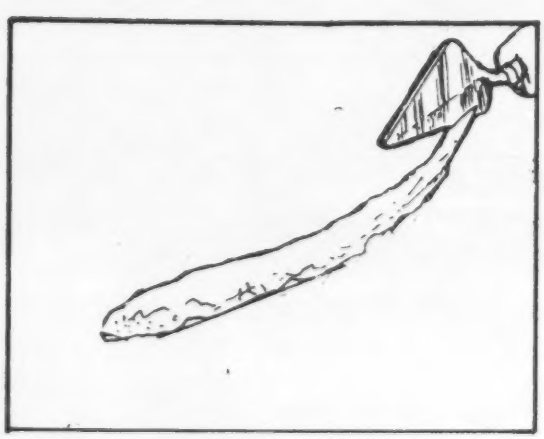
Instructional Objective IX

Each student will square one 8" (20.32 cm) block.

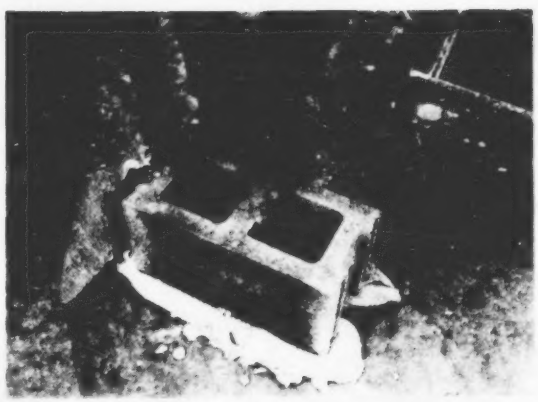
Any structure must be as level as possible. A masonry wall must be level to support other parts of a building, thus making the building safe for its occupants.



STEP 1 – Set a trowel full of mortar.

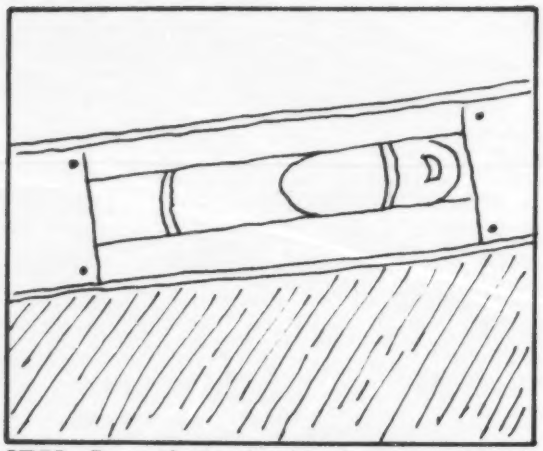


STEP 2 – Spread a bed of mortar on your work site.

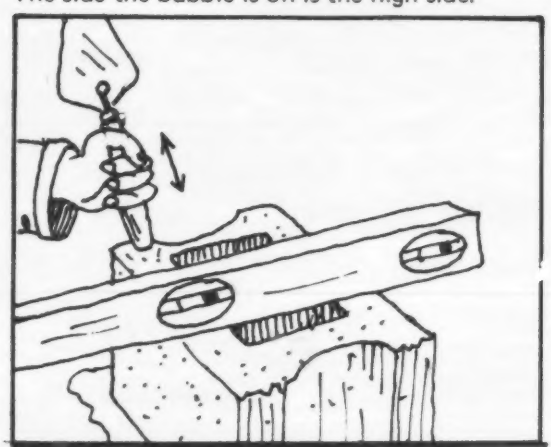


STEP 3 – Place a block, with the small holes up, on the bed of mortar.

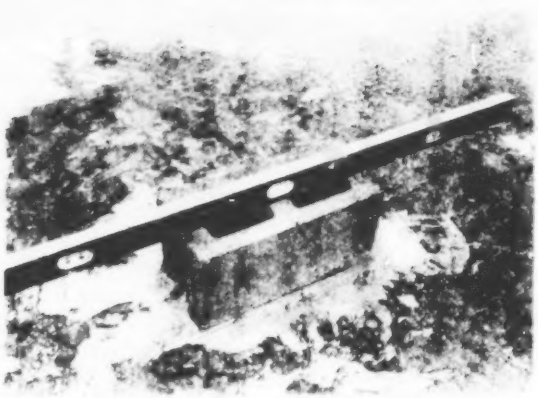
STEP 4 – Place the level across the width of the block.



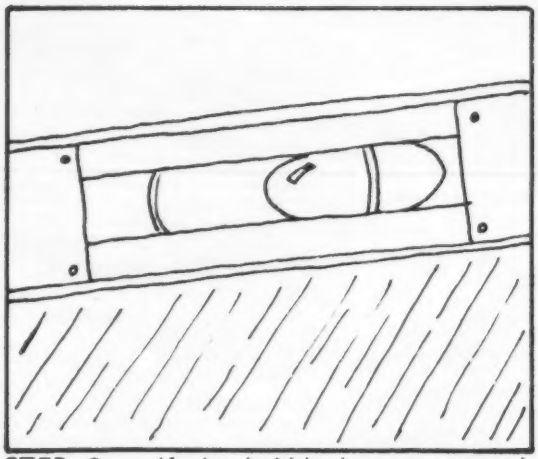
STEP 5 – If the bubble is not centered between the two marks, the block is not level. The side the bubble is on is the high side.



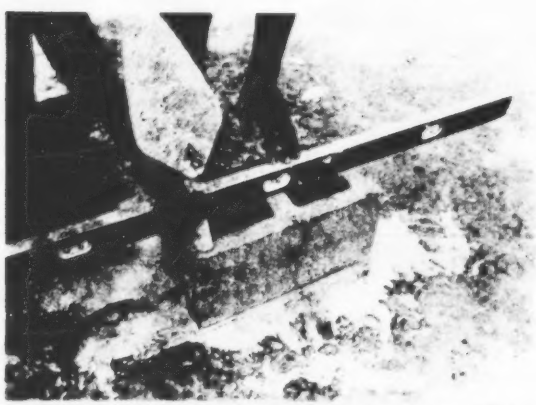
STEP 6 – Level the block by gently tapping the high side with the end of the handle on the trowel.



STEP 7 – After the width is level rotate the level to read the lengthwise area of the block.

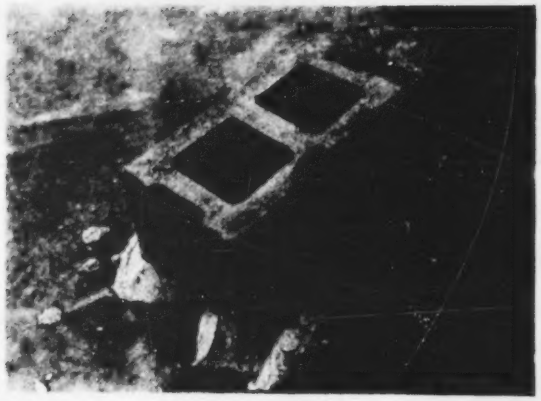


STEP 8 – If the bubble is not centered between the two marks the block is not level. The side the bubble is on is the high side.



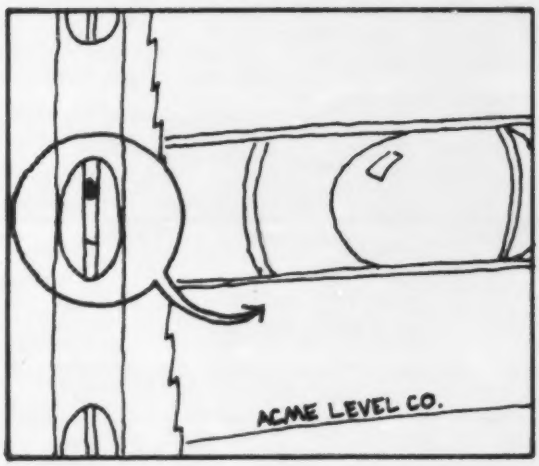
STEP 9 – Level the block by gently tapping the high side with the end of the handle on the trowel.

STEP 10 – The block is now level in two directions – length and width. One vertical side must also be level. Whichever side you choose to level, use the same side to relevel during the entire construction.

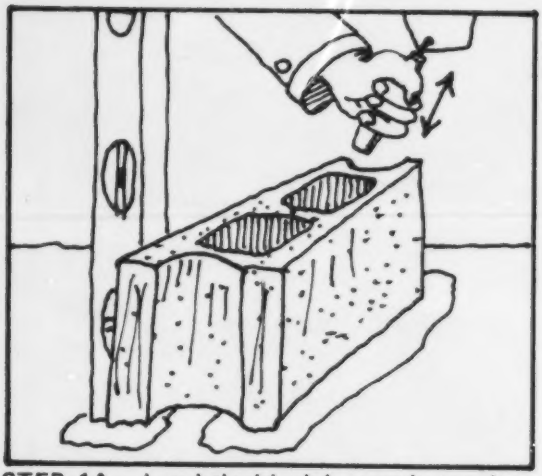


STEP 11 – Using the trowel clean the mortar from one long side of the block.

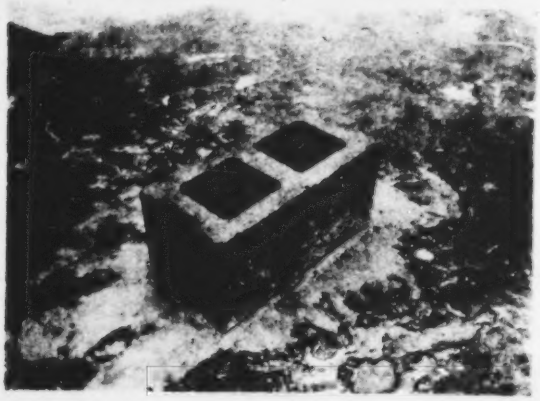
STEP 12 – Place the level vertically (↕) against the block.



STEP 13 – If the bubble is not centered between the two marks, the block is not level. The side the bubble is on is the high side.



STEP 14 – Level the block by gently tapping the high side with the end of the handle on the trowel.



STEP 15 – A leveled block is referred to as being "plumbed."

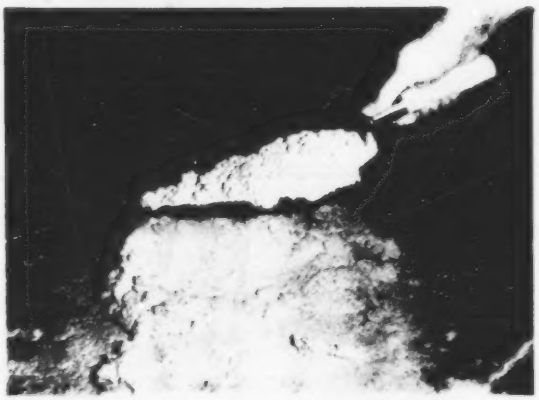
Check Point

Have your instructor inspect your work with a level. You may wish to repeat this objective a few times to acquire the technique of leveling. The top of your block should measure 8" (20.32 cm) high.

Instructional Objective X

Each student will stack stretcher blocks 4 courses high.

STEP 1 – Plumb one block following the procedure used in Objective IX.

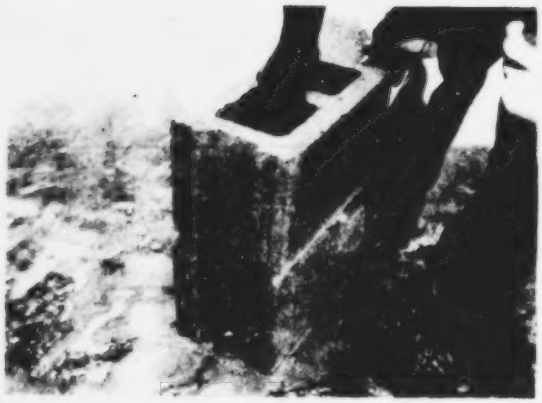


STEP 2 – Set your trowel with mortar.

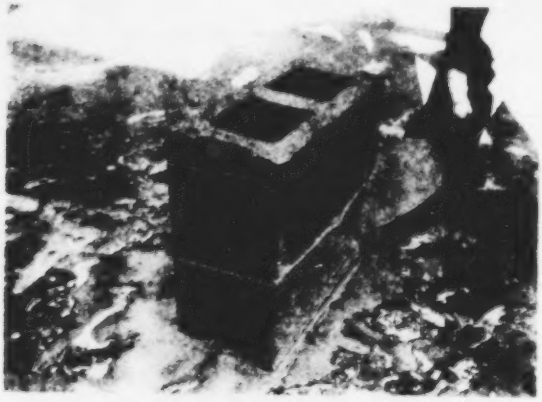
STEP 3 – With the tip at a slight angle push down,

STEP 4 – and pull the mortar across the top of the base block.

STEP 5 – Repeat Steps 3 and 4 to set mortar on the other side of the block. This sets the second bed of mortar.

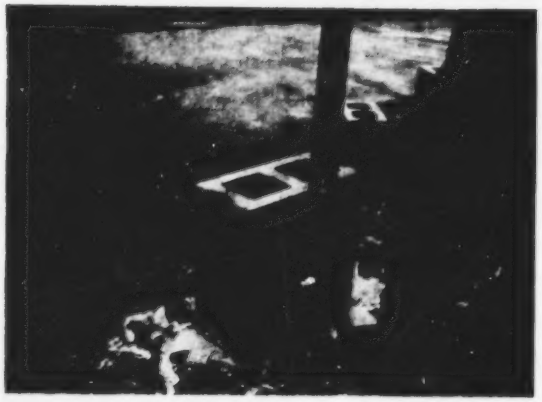


STEP 6 — Pick up another stretcher block. With small holes up, line this block on top of the first block.



STEP 7 — While holding the block with one hand, draw the trowel across the second bed of mortar to remove the excess. At the same time, adjust the top block so it is even with the base block.

STEP 8 — Level the horizontal (↔) length of the block. Use the same procedure as in Objective IX.



STEP 9 — Level the vertical (↕) height of the block using the same procedure as in Objective IX. Your stack bond block should be 16" (40.64 cm) high.

STEP 10 — Stack 2 more blocks repeating Steps 2–9.

Check Point

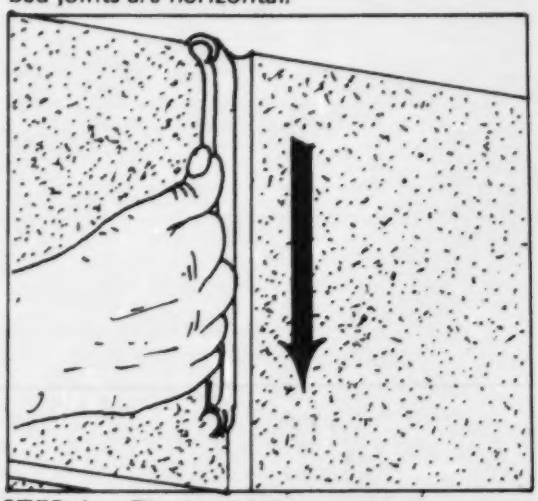
When you have stacked 4 courses of block, ask your instructor to inspect your work with a level for accuracy. Your stack bond should be 32" (81.28 cm) high. Clean and return all tools when complete.

Instructional Objective XI

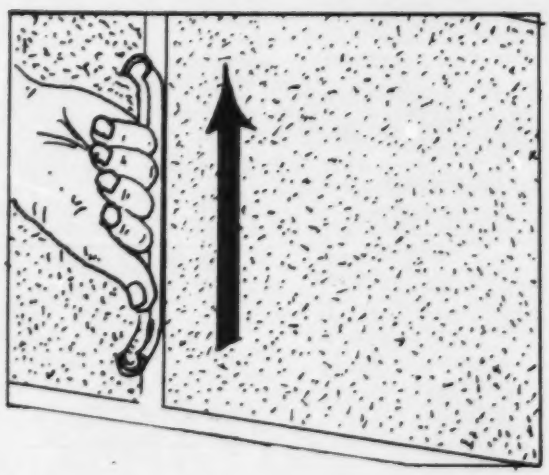
The student will operate the concave jointer correctly.

We now have completed a column of blocks 4 courses high. To joint these, we would use the bed joint (horizontal) as explained in Step 3. As an optional activity, lay another 4 course stack of blocks and joint the 2 stacks together using the head and bed joints as outlined below.

The head joints must be jointed before the bed joints. Head joints are vertical and bed joints are horizontal.



STEP 1 – The head joints on the top course must be jointed from the top down (from the top of the wall to the center of the wall).



STEP 2 – The head joints at the bottom of the wall should be jointed upward (from the bottom to the center of the wall).

STEP 3 – Joint the bed joints with a pulling motion, starting at the end of the wall and jointing toward the center of the wall.

STEP 4 – Brush off finished work.

Check Point

Step back about two steps and inspect your work. Are all the mortar joints jointed straight and smoothly? Ask your instructor to check your work.

861.131-010 BRICKLAYER SUPERVISOR (const.)

Supervises and coordinates activities of workers engaged in laying brick, tile, cinderblock, and other materials to construct or repair structures, such as walls, arches, sewers, and partitions: Assigns workers to specific duties. Inspects work in progress to determine conformance to specifications. Trains new workers in use of handtools. May supervise workers engaged in laying only tile, and be designated TILE SETTER SUPERVISOR (const.). Performs duties as described under SUPERVISOR (any ind.).

861.131-018 STONEMASON SUPERVISOR (const.)

Supervises and coordinates activities of workers engaged in erecting stone structures, such as piers, walls, and abutments and laying walks, curbstones, and other types of masonry. Performs duties as described under SUPERVISOR (any ind.).

861.381-018 BRICKLAYER (const.)

Lays building materials, such as brick, structural tile, and concrete cinder, glass, gypsum, and terra cotta block (except stone) to construct or repair walls, partitions, arches, sewers, and other structures: Measures distance from reference points and marks guidelines on working surface to lay out work. Spreads soft bed (layer) of mortar that serves as base and binder for block, using trowel. Applies mortar to end of block and positions block in mortar bed. Taps block with trowel to level, aline, and embed in mortar, allowing specified thickness of joint. Removes excess mortar from face of block, using trowel. Finishes mortar between brick with pointing tool or trowel. Breaks bricks to fit spaces too small for whole brick, using edge of trowel or brick hammer. Determines vertical and horizontal alinement of courses, using plumb bob, gageline (tightly stretched cord), and level. Fastens brick or terra cotta veneer to face of structures, with tie wires embedded in mortar between bricks, or in anchor holes in veneer brick. May weld metal parts to steel structural members. May apply plaster to walls and ceiling, using trowel, to complete repair work [PLASTERER (const.)]. May be designated according to material used as CINDER-BLOCK MASON (const.); CONCRETE-BLOCK MASON (const.); TERRA-COTTA MASON (const.); or work performed as BRICKLAYER, MAINTENANCE (any ind.). When specializing in construction of specified structures is designated according to specialty as BRICKLAYER, SEWER (const.); CHIMNEY BUILDER, BRICK (const.). Additional titles: BLOCK SETTER, GYPSUM (const.); HOLLOW-TILE-PARTITION ERECTOR (const.); PLASTER-BLOCK LAYER (const.); SILO ERECTOR (const.).

861.381-038 STONEMASON (const.)

Sets stone to build stone structures, such as piers, walls, and abutments, or lays walks, curbstones, or special types of masonry, such as alberene (acid-resistant soapstone for vats, tanks, and floors), using mason's tools: Shapes stone preparatory to setting, using chisel, hammer, and other shaping tools. Spreads mortar over stone and foundation with trowel and sets stone in place by hand or with aid of crane. Alines stone with plumbline and finishes joints between stone with pointing trowel. May spread mortar along mortar guides to insure joints of uniform thickness. May clean surface of finished wall to remove mortar, using muriatic acid and brush. May be designated according to masonry work performed as ALBERENE-STONE SETTER (const.); ARTIFICIAL-STONE SETTER (const.); CURB SETTER (const.); FLAGSETTER(const.); GRANITE SETTER (const.); GUTTER-MOUTH CUTTER (const.). May set cut and dressed ornamental and structural stone in buildings and be designated STONE SETTER (const.).